

**I. REPORT CHECKLIST**

The following checklist must be completed and submitted with the project report. By checking an item, *the student and advisor(s) agree that the work has been done appropriately.*

- 1. If the research report will be or has been submitted for publication in a journal, provide the name of the journal here: N/A
- 2. Project title is concise and clear; lists advisers, course no. & date submitted
- 3. Abstract is no more than 250 words and retains headings
- 4. Introduction provides a definition of the topic under study, the importance of the topic, and the issue addressed by the study and is no more than two (2) pages.
- 5. There is NO literature review section
- 6. Purpose(s) of project is clearly and concisely stated
- 7. Methods section uses headings and represents a summary of the methods used. (Actual methods used should be described if they were modified from the proposal.)
- 8. Data analysis described is appropriate and responds to the purpose.
- 9. Appropriate tables are included in the results section.
- 10. Text of results section interprets the findings reported in the tables, not repeating them.
- 11. The discussion section includes a description of the most important findings, and relates findings to the literature.
- 12. The final section of the discussion is the limitations section.
- 13. The conclusions respond to the purpose statement.
- 14. Reference list uses style from DI class (PhPr 861c) or is specific to journal.
- 15. Data collection/recording form(s) and/or questionnaire(s) are included in the appendix.
- 16. Information is placed in the appropriate section—introduction, methods, results, etc.
- 17. Report does not exceed 15 pages excluding tables & figures & appendices.

Date report submitted: 04/03/2018 Student: Amanda Little

**TITLE PAGE**

**Title of project: Assessing Pharmacy Student's and Alumni's Perceived Benefit of 4<sup>th</sup> Year Professional Development Activities Through an Online Survey**

**Course title: PhPr 896B**

**Date: 3 April 2018**

**Faculty advisor(s): Janet Cooley, PharmD**

**Student(s): Amanda Little, PharmD Candidate 2018**

## **ABSTRACT**

**Specific Aims:** Assess the perceived benefit of professional development activities provided to 4th year pharmacy students through a survey of alumni.

**Subjects:** University of Arizona College of Pharmacy alumni from the class of 2013 through 2017.

**Methods:** An email sent to all email addresses that were listed in the listserv invited alumni from the class of 2013 through 2017 to participate in the survey. The survey collected information on which events the alumni attended during their 4<sup>th</sup> year of pharmacy school and gauged how beneficial the respondents found the events that they participated in.

**Main Results:** The survey was completed by a total of 100 alumni; 20 from the class of 2013 (60% female), 16 from the class of 2014 (75% female), 19 from the class of 2015 (68% female), 20 from the class of 2016 (60% female), and 25 from the class of 2017 (56% female). Respondents reported similar attendance for the 4<sup>th</sup> year meetings (P4 meetings) (61.8%), the mock interview session (60%), and the residency/preceptor showcase (60%). 55% of respondents reported attending career day. The following percentage of respondents strongly agree or agree that they found the events beneficial as described in the survey items: 77.5% for the P4 meetings, 78% for the mock interviews, 58.7% for the residency/preceptor showcase, and 65.1% for career day.

**Conclusions:** The P4 meetings, mock interviews, residency/preceptor showcase and career day appear to have been beneficial for over 50% of the respondents that reported attendance of these events.

## INTRODUCTION

The University of Arizona College of Pharmacy provides a variety of professional development activities and student meetings during the 4th professional year to help prepare students for graduation and their post-graduation goals. Some of these activities are events such as mock interviews, a career day to offer students the opportunity to interview with potential employers, and a residency-preceptor showcase which allows the students the opportunity to meet with different residency programs and preceptors in order to discover what options the student may be interested in. In addition to these events, the college also hosts four different meetings throughout the final year. Each of these four meetings are based on specific topics that prepare the student for graduation. Some of these topics include the job market and searching for a job, residencies and preparing for residency interviews, and licensure after graduation.

The Accreditation Council for Pharmacy Education (ACPE) Standards for 2016 state that colleges of pharmacy should “provide academic advising, curricular and career-pathway counseling and information on post-graduate education and training...”<sup>2</sup>. These professional development activities help to provide 4th year pharmacy students with the resources necessary to explore different career and post-graduate pathways available and the guidance needed to successfully interview for a post-graduate position or residency training.

This project explored alumni’s perceived benefit of the professional development activities provided during their final year. This project also provided the faculty involved in creating these activities with the feedback necessary to improve on these activities for future graduating classes. Through this survey, the project was able to determine which activities are most and least beneficial to students and which activities are most attended. The survey also collected open-ended responses about the strengths and weaknesses of these activities and how respondents feel the activities could be improved to better benefit future graduating classes. The purpose of this project was to examine the

perceived benefit of the professional development activities (e.g., P4 meetings, mock interviews, residency/preceptor showcase, and career day) provided to 4<sup>th</sup> year pharmacy students.

## **METHODS**

Design This descriptive project surveyed pharmacy alumni using an online survey. The project was deemed exempt from The University of Arizona institutional review board (IRB) oversight because it does not meet the requirements for 'research.'

Subjects Alumni were eligible to participate in this project if they had attended the University of Arizona College of Pharmacy and graduated between 2013 and 2017. The class size for each of these classes was approximately 100 students. The survey was emailed to approximately 500 alumni. Alumni without valid email addresses on file with the university were excluded from the project. Respondents who started the survey but did not finish the survey by the deadline were also excluded; these responses were not included in the data analysis.

Measures: Data were collected from all respondents using a Qualtrics online survey. The survey was adapted using a questionnaire from Zueger et al<sup>1</sup>. Participants were asked to recall which of the professional development activities they attended during their 4<sup>th</sup> year of pharmacy school through "yes", "no", or "unsure" questions. If a participant answered "yes" to at least one of the first 7 questions, they were directed to 3 questions asking about the most and least beneficial activity they attended and how they would change these activities for future students. The participants were then directed to reflection-based likert-type questions (e.g., strongly agree, agree, disagree, strongly disagree, unable to respond) to determine how beneficial they found the activities. After completing the likert-type questions, participants were directed to the demographics section with questions related to their graduating year, first post-graduate position, and sex. A copy of the questionnaire is attached in Appendix B.

Data collection Alumni (2013-2017) were emailed a detailed explanation of the project including a link to the online survey, when the survey was due and a description of the confidentiality of the data. Participants were sent an initial invitation email, a follow-up reminder email at 2 weeks, and a final reminder email on the last day to complete the survey. The recruitment email is available in Appendix A. The final deadline for completion of the survey was 4 weeks after the initial invitation email was sent. Participants were given the opportunity to enter their information into a separate survey to be entered into a random drawing for a \$30 VISA gift card for their participation in the survey. The gift card drawing survey is available in Appendix C. The random drawing took place after the project was finalized.

Data analysis Based on typical response rates for online surveys, we expected approximately 30% of alumni to complete the survey. We received 100 completed surveys for a 20% response rate; an additional 31 alumni started the survey but did not complete the survey by the deadline. These incomplete responses were not included in the finalized data analysis. The percentage of respondents reporting attendance for each of the professional development activities was calculated. Percentages of respondents that answered “strongly agree” or “agree” to the reflection-based questions for each of the professional development activities were calculated to determine what percentage of respondents found the activities beneficial.

## **RESULTS**

The demographic characteristics of the participants are shown in Table 1. The participants were similarly distributed between graduating classes with a similar breakdown of males and females. The majority of respondents (79%) reported a first post-graduation career of either residency or retail/community practice.

The reported attendance for each of the professional development activities is shown in Table

2. Respondents reported similar attendance for the 4<sup>th</sup> year meetings (P4 meetings) (61.8%), the mock interview session (61%), and the residency/preceptor showcase (61%). 56% of respondents reported attending career day.

Respondents reported the most beneficial activities as P4 meeting #4 (18%), mock interview sessions (24%), and career day (19%). Fifty-percent of respondents reported that none of the activities were least beneficial and that they found some benefit in each of the activities. These findings are displayed in Table 3.

The reflection-based responses for the P4 meeting, mock interview sessions, residency/preceptor showcase, and career day are shown in Table 4, Table 5, Table 6, and Table 7, respectively. The following percentage of respondents strongly agree or agree that they found the events beneficial as described in the survey items: 77.5% for the P4 meetings, 78% for the mock interviews, 58.7% for the residency/preceptor showcase, and 65.1% for career day.

## **DISCUSSION**

The primary outcome of this project shows that the majority of alumni found the professional development activities provided to them during their final year of pharmacy school beneficial. This finding provides the university with insight and constructive criticism in order to make improvements to the activities for future graduating classes. Many of the students provided feedback as to why they selected which activity as the most and least beneficial activity that they attended. For example, P4 meeting #4, mock interview sessions and career day were among the most beneficial activities. Respondents stated that the mock interview sessions helped them gain experience interviewing and helped prepare them for multiple interviews. With an increasing amount of student loan debt for most students and a potentially declining job market<sup>3</sup>, respondents stated that career day helped them get their name out to potential employers and many were able to secure a job after graduation.

Respondents who stated that the reason for their choice of the P4 meeting #4 as the most beneficial is that the licensing process was confusing and they would not have been able to navigate this process without the help of this activity.

There are some limitations to the project. The project was a descriptive project that only included alumni from one college of pharmacy. Additionally, the survey was distributed by email, which typically do not have a robust response rate. Furthermore, some of the alumni may not have access to the email address that the office of alumni affairs had on file leading to an even lower response rate. There were some respondents that reported that they could not provide adequate feedback because they could not recall the details of the activities due to having graduated 2+ years ago. It may be beneficial to have this project repeated with an in-person survey to 4<sup>th</sup> year pharmacy students during a required event during senior week in order to receive a better response.

## **CONCLUSIONS**

Over 50% of the alumni that participated in the survey appear to have found the professional development activities provided to them during their final year of pharmacy school beneficial.



## REFERENCES

1. Zueger PM, Katz NL, Popovich NG. Assessing outcomes and perceived benefits of a professional development seminar series. *American Journal of Pharmaceutical Education*. 2014; 78 (8) Article 150.
2. Accreditation Council for Pharmacy Education [homepage on the Internet]. ACPE Standards 2016; [Approved 25 Jan 2015]. Standards 2016. Available at: <https://www.acpe-accredit.org/pharmd-program-accreditation/>. Accessed April 8, 2017.
3. Steep Drop Seen in Pharmacist Job Market. Pharmacy Times Web site. <http://www.pharmacytimes.com/contributor/jason-poquette/2016/03/steep-drop-seen-in-pharmacist-job-market-indicator>. Published March 02, 2016. Accessed March 21, 2018.

**Table 1. Demographic**

Characteristic	Class of 2013 N (%)	Class of 2014 N (%)	Class of 2015 N (%)	Class of 2016 N (%)	Class of 2017 N (%)
<b>Sex</b>					
Male	8 (40%)	4 (25%)	6 (32%)	8 (40%)	11 (52%)
Female	12 (60%)	12 (75%)	13 (68%)	12 (60%)	14 (56%)
<b>First Post-Graduate Position</b>					
Retail/community	10 (50%)	6 (38%)	6 (32%)	7 (35%)	12 (57%)
Ambulatory Care	0	2 (12.5%)	1 (5%)	0	0
Institutional/hospital	1 (5%)	1 (6%)	0	2 (10%)	1 (5%)
Residency	8 (40%)	5 (31%)	11 (58%)	8 (40%)	6 (28.5%)
Other pharmacy-related career	1 (5%)	2 (12.5%)	1 (5%)	2 (10%)	2 (9.5%)
Did not pursue pharmacy-related career	0	0	0	1 (5%)	0

**Table 2. Number of Students Reporting Attendance in Professional Development Activities  
N=100**

ACTIVITY	YES	NO	UNSURE
<b>P4 MEETING #1</b>	64	28	8
<b>P4 MEETING #2</b>	54	39	7
<b>P4 MEETING #3</b>	55	37	8
<b>P4 MEETING #4</b>	74	20	6
<b>MOCK INTERVIEWS</b>	61	37	2
<b>RESIDENCY/PRECEPTOR SHOWCASE</b>	61	36	3
<b>CAREER DAY</b>	56	38	6

**Table 3. Number of Students Reporting Which Activities Were Most and Least Beneficial**  
N=100

<b>ACTIVITY</b>	<b>MOST BENEFICIAL</b>	<b>LEAST BENEFICIAL</b>
<b>NONE</b>	3	50
<b>P4 MEETING #1</b>	0	9
<b>P4 MEETING #2</b>	11	2
<b>P4 MEETING #3</b>	8	9
<b>P4 MEETING #4</b>	18	2
<b>MOCK INTERVIEWS</b>	24	6
<b>RESIDENCY/PRECEPTOR SHOWCASE</b>	10	7
<b>CAREER DAY</b>	19	8

**Table 4. P4 Meetings Responses  
N=42**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Unable to respond</b>
<b>Provided me with skills directly applicable to my professional career</b>	15	23	3	1	0
<b>Was beneficial with respect to achieving my career goals</b>	23	16	2	1	0
<b>Provided useful information regarding career opportunities</b>	13	22	6	1	0
<b>Helped me improve my interview skills</b>	18	13	7	1	3
<b>Helped me learn to apply constructive feedback</b>	15	17	6	1	3
<b>Helped me identify my career interests</b>	11	16	11	1	3
<b>Influenced me to pursue post-graduate residency training</b>	14	10	11	6	1
<b>Helped me identify my personal strengths</b>	10	23	7	1	1
<b>Helped prepare me for entry into a career or residency position</b>	20	14	2	2	4

**Table 5. Mock Interview Sessions Responses  
N=61**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Unable to respond</b>
<b>Provided me with skills directly applicable to my professional career</b>	28	30	2	1	0
<b>Was beneficial with respect to achieving my career goals</b>	29	29	1	2	0
<b>Provided useful information regarding career opportunities</b>	16	26	14	3	2
<b>Helped me improve my interview skills</b>	38	19	4	0	0
<b>Helped me learn to apply constructive feedback</b>	28	28	5	0	0
<b>Helped me identify my career interests</b>	16	12	26	6	1
<b>Influenced me to pursue post-graduate residency training</b>	15	14	22	9	1
<b>Helped me identify my personal strengths</b>	27	26	7	0	1
<b>Helped prepare me for entry into a career or residency position</b>	24	23	8	3	3

**Table 6. Residency/Preceptor Showcase Responses  
N=60**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Unable to respond</b>
<b>Provided me with skills directly applicable to my professional career</b>	11	24	16	6	3
<b>Was beneficial with respect to achieving my career goals</b>	18	26	11	3	2
<b>Provided useful information regarding career opportunities</b>	26	21	7	3	3
<b>Helped me improve my interview skills</b>	10	23	17	6	4
<b>Helped me learn to apply constructive feedback</b>	9	12	27	6	6
<b>Helped me identify my career interests</b>	17	28	7	5	3
<b>Influenced me to pursue post-graduate residency training</b>	16	15	16	8	5
<b>Helped me identify my personal strengths</b>	11	13	26	4	6
<b>Helped prepare me for entry into a career or residency position</b>	13	24	14	5	4

**Table 7. Career Day Responses**  
**N=55**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Unable to respond</b>
<b>Provided me with skills directly applicable to my professional career</b>	17	18	15	1	4
<b>Was beneficial with respect to achieving my career goals</b>	21	21	6	3	4
<b>Provided useful information regarding career opportunities</b>	23	23	4	1	4
<b>Helped me improve my interview skills</b>	17	25	7	2	4
<b>Helped me learn to apply constructive feedback</b>	10	23	15	2	5
<b>Helped me identify my career interests</b>	14	25	10	2	4
<b>Influenced me to pursue post-graduate residency training</b>	10	8	16	11	10
<b>Helped me identify my personal strengths</b>	13	23	11	3	5
<b>Helped prepare me for entry into a career or residency position</b>	14	17	14	4	6

**APPENDICES**

**Appendix A: Participant Recruitment Email**

**Appendix B: Professional Development Activities Survey**

**Appendix C: Professional Development Survey Gift Card Drawing**



**Appendix A:  
Participant Recruitment Email**

"Hello,

As a doctor of pharmacy alumni, we believe that your opinion is very important and can help us to improve the professional development activities that are currently being offered to graduating pharmacy students.

As part of a senior project at the University of Arizona College of Pharmacy, this short survey will assess your perceived benefits of the 4<sup>th</sup> year professional development activities that were offered during your final year of pharmacy school.

The survey should take approximately 10-15 minutes to complete. Your participation in this survey is extremely important as it will provide us with important information that will help shape the curriculum and programming for 4<sup>th</sup> year students. Participation is completely voluntary and won't impact your standing or relationship with the school.

To participate in this survey, please click on the link below.

Your responses will remain anonymous. If you would like, you can enter your information (into a separate questionnaire) by clicking the link at the end of the survey to be entered into a random drawing for a \$30 VISA gift card.

We appreciate your time, your assistance with this project and your contributions to improving our program. This project has been deemed exempt from The University of Arizona IRB oversight because it does not meet the requirements for 'research.' Please feel free to contact us if you have any questions.

[https://uarizona.co1.qualtrics.com/jfe/form/SV\\_42EmJSVy9G2q84t](https://uarizona.co1.qualtrics.com/jfe/form/SV_42EmJSVy9G2q84t)

Thank you for your help,

Amanda Little  
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Janet Cooley, PharmD, BCACP  
The University of Arizona  
Director of Experiential Education  
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**Appendix B:  
Professional Development Activities Survey**

Q1 Did you attend the following P4 professional development activities?

	Response		
	Yes (1)	No (2)	Unsure (3)
P4 Quarterly meeting #1 (job market and job search, preparation for rotations) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P4 Quarterly meeting #2 (review interview skills, CV, thank you letters, finances) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P4 Quarterly meeting #3 (information about residency, preparing for midyear residency showcase, resident Q&A panel) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P4 Quarterly meeting #4 (licensure in Arizona and graduation details) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mock interviews (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residency/Preceptor showcase (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career day (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Did you attend the following P4 professional development activities? - Response - Yes Is Selected

Q2 Which activity did you find most beneficial?

- None (1)
- P4 Quarterly meeting #1 (job market and job search, preparation for rotations) (2)
- P4 Quarterly meeting #2 (review interview skills, CV, thank you letters, finances) (3)
- P4 Quarterly meeting #3 (information about residency, preparing for midyear residency showcase, resident Q&A panel) (4)
- P4 Quarterly meeting #4 (licensure in Arizona and graduation details) (5)
- Mock interviews (6)
- Residency/Preceptor showcase (7)
- Career day (8)

Display This Question:

If Did you attend the following P4 professional development activities? - Response - Yes Is Selected  
 Q3 Why did you find the activity you selected for Question 2 most beneficial?

Display This Question:

If Did you attend the following P4 professional development activities? - Response - Yes Is Selected  
 Q4 Which activity did you find least beneficial?

- None (1)
- P4 Quarterly meeting #1 (job market and job search, preparation for rotations) (2)
- P4 Quarterly meeting #2 (review interview skills, CV, thank you letters, finances) (3)
- P4 Quarterly meeting #3 (information about residency, preparing for midyear residency showcase, resident Q&A panel) (4)
- P4 Quarterly meeting #4 (licensure in Arizona and graduation details) (5)
- Mock interviews (6)
- Residency/Preceptor showcase (7)
- Career day (8)

Display This Question:

If Did you attend the following P4 professional development activities? - Response - Yes Is Selected  
 Q5 Why did you find the activity you selected for Question 4 least beneficial?

Display This Question:

If Did you attend the following P4 professional development activities? - Response - Yes Is Selected  
 Q6 What would you change about any or all of these activities to improve for future graduating classes?

Display This Question:

If Did you attend the following P4 professional development activities? P4 Quarterly meeting #1 (job market and job search, preparation for rotations) - Response - Yes Is Selected  
 And Did you attend the following P4 professional development activities? P4 Quarterly meeting #2 (review interview skills, CV, thank you letters, finances) - Response - Yes Is Selected  
 And Did you attend the following P4 professional development activities? P4 Quarterly meeting #3 (information about residency, preparing for midyear residency showcase, resident Q&A panel) - Response - Yes Is Selected  
 And Did you attend the following P4 professional development activities? P4 Quarterly meeting #4 (licensure in Arizona and graduation details) - Response - Yes Is Selected

Q7 Participation in the P4 Meetings:

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	Unable to Respond (5)
Provided me with skills directly applicable to my	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

professional career (1)					
Was beneficial with respect to achieving my career goals (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided useful information regarding career opportunities (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me improve my interview skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me learn to apply constructive feedback (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me identify my career interests (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influenced me to pursue post-graduate residency training (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped prepare me for entry into a career or residency position (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me identify my personal strengths (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Did you attend the following P4 professional development activities? Mock interviews - Response

- Yes Is Selected

Q8 Participation in the Mock Interview sessions:

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	Unable to Respond (5)
Provided me with skills directly applicable to my professional career (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was beneficial with respect to achieving my career goals (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided useful information regarding career opportunities (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me improve my interview skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me learn to apply constructive feedback (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me identify my career interests (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influenced me to pursue post-graduate residency training (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped prepare me for entry into a career or residency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

position (12) Helped me identify my personal strengths (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**Display This Question:**  
 If Did you attend the following P4 professional development activities? Residency/Preceptor showcase - Response - Yes Is Selected

**Q9 Participation in the Residency/Preceptor Showcase:**

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	Unable to Respond (5)
Provided me with skills directly applicable to my professional career (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was beneficial with respect to achieving my career goals (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided useful information regarding career opportunities (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me improve my interview skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me learn to apply constructive feedback (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me identify my career interests (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Influenced me to pursue post-graduate residency training (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped prepare me for entry into a career or residency position (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me identify my personal strengths (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Did you attend the following P4 professional development activities? Career day - Response - Yes Is Selected

Q10 Participation in Career Day:

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	Unable to Respond (5)
Provided me with skills directly applicable to my professional career (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was beneficial with respect to achieving my career goals (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided useful information regarding career opportunities (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me improve my interview skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(4) Helped me learn to apply constructive feedback (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me identify my career interests (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influenced me to pursue post-graduate residency training (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped prepare me for entry into a career or residency position (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me identify my personal strengths (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 What year did you graduate pharmacy school? (ex. 2016)

Q12 Which area best describes your first post-graduate position?

- Retail/Community (1)
- Ambulatory Care (2)
- Institutional/Hospital (3)
- Residency (4)
- Other pharmacy-related career (5)
- I did not pursue a pharmacy-related career after graduation (6)

Q13 What is your sex?

- Male (1)
- Female (2)



**Appendix C:**

**Professional Development Survey Gift Card Drawing**

Q1 What is your first and last name?

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Q2 If randomly selected for the \$30 VISA gift card, please provide an email address we may contact you at:

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